DOCUMENT RESUME

ED 183 555 SP 015 787

TITLE	Ten Years of Teacher Corps, 1966-1976. From the Field.
INSTITUTION	Teacher Corps Recruitment and Referral Center, Los Angeles, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	[76]
CONTRACT	300-75-0103
NOTE	36p.; Photographs may not reproduce clearly.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Change Agents; *Demonstration Programs; Educational History; *Field Instruction; Instructional Programs; *Interinstitutional Cooperation; *Multicultural Education; *School Community Relationship
IDENTIFIERS	*Teacher Corps

ABSTRACT

This brochure contains a collection of articles on significant programs instituted by the Teacher Corps over the ten year period 1966-76. A capsule history of Corps activities during this period and personal profiles of Corps directors are presented. Articles are included on the topics of Teacher Corps instructional programs, community based education, multicultural education, field based education, and collaboration between the Corps and other agencies. (JD)

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Ten Years Of

TEACHER CORPS

1966-1976

From The Field

SP 010 284

Ten Years Of TEACHER CORPS 1966–1976

Editor's Note

Assembling any publication is a difficult task and this one has been no exception. Gathering material from all over the country was itself a mammoth undertaking. However, I would like to take this short opportunity to thank a number of people. First, thanks goes to everyone who submitted material, whether or not it appears in the publication. Because of space and other editorial considerations not every piece could appear, and a special thanks goes to Chet Hill, Director of the Western Recruitment and Referral Center, who conceived the idea for the publication and provided leadership throughout the project.

Every member of the editorial board deserves a note of thanks for attacking their mission not only with enthusiasm, and integrity but with seriousness, as well.

Without the help of Judy English, who helped in the production of this publication, the 10th anniversary issue would never have gotten off the ground.

Finally, special thanks to George Evans, the graphics editor who went beyond "just" doing graphics, and whose pacific nature made the rough going just a little smoother.

Barbara Wegher

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10 Years

This brochure was developed as part of Contract USOE No. 300-75-0103 to the Teacher Corps Recruitment and Referral Center, University of Southern California at Los Angeles.

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INTRODUCTION

As Teacher Corps enters its 11th year as a national program, the people of Teacher Corps have cause for celebration. I am reminded of a statement made recently by Dick Graham, the first Director of Teacher Corps, which characterizes for many of us the strength of the program over its lively history, "There are from time-to-time ideas that, coming together, move us to our best behavior as a nation. The Teacher Corps is one of these."

It is that behavior this publication on 10 Years of Teacher Corps seeks to highlight. The people in the Teacher Corps Family all across the country and over the years are responsible for the continuing inspiration that the Teacher Corps offers to the education of our nation's most neglected children. It is through their dedication and hard work in our inner cities, on Indian reservations, in Spanish-speaking communities and in depressed rural areas which provide the life force necessary to accomplish the Teacher Corps mission.

The materials in this publication come from the people and projects of Teacher Corps programs across the country. An editorial board made up of representatives of the numerous role groups in Teacher Corps projects put together articles, vignettes and photographs. Although this is a very small sampling of Teacher Corps experience, the program's nature is defined. To tell the whole story would take volumes – if indeed one could capture the breadth and spirit of that experience on paper. In these next pages we salute by example the people and the projects of the Teacher Corps – the essence of Teacher Corps' success.

Teacher Corps has consistently been concerned with improving the quality of instruction and the relevance of education. In 1965, Teacher Corps was initiated as an instrument for preparing teachers to work with poor children who for generations had been educationally excluded. It had become apparent that existing teacher education programs were not appropriate. As a result Teacher Corps, from its inception, was involved in the task of identifying and encouraging specific changes in teacher education institutions in order to address the needs of children from low-income areas.

There has been a close relationship over time between Teacher Corps goals and collaboration, community-based education, field-based instruction, instructional team programming and multicultural education. These themes comprise the major sections of this publication and exemplify individual project responses to each.

It is important to recognize that Teacher Corps is a demonstration program concerned with relevant alternatives, and adaptable training processes that can be made available to schools and universities across the nation. Teacher Corps does not have a

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service program function. It is not big enough to meet the needs of all the schools or solve the problems in all the poor communities – nor is that its mandate. Teacher Corps' purpose is to develop demonstration projects that integrate graduate preservice and inservice education that can be used as models by those who wish to improve teacher education programs without reinventing the wheel. You will read about such demonstrations in the sections that follow.

Through its history Teacher Corps has been instrumental in attracting dedicated professionals who have not been proportionately represented in the field of education – notably Blacks, Native Americans, Spanish speakers and Asian Americans. By 1975 some 11,000 Teacher Corps interns had been trained, at least 70% of whom have remained in education. Today, with Teacher Corps' expanded legislative authority, total school faculties work hand-in-hand with interns, local communities and institutions of higher education to demonstrate effective approaches to meeting the educational needs of children from low-income families. It is this collaborative model for change which is perhaps the most pervasive and integrating theme that runs through Teacher Corps' 10-year history.

Collaboration

Teacher Corps exemplifies an explicit attempt by the Federal Government to forge federal, State and local collaboration for change in local institutions. All Teacher Corps projects are planned, developed and carried out as collaborative ventures. The articles and vignettes that follow in the section of this publication devoted to collaboration provide diverse examples of how this theme serves as the core of all Teacher Corps experience.

In addition to collaborative decision making at the project level, the Washington Teacher Corps office has a long history of collaboration with the field. In the early days there were separate role group councils – i.e., interns, team leaders, community representatives, directors – that made recommendations to Washington. In 1970 a national field council was formed combining the role groups. The field council represented the needs and interests of the field to Washington and was a successful venture in effective collaboration. Regular national and regional conferences in which role groups have been consistently represented have provided continuing opportunities over time for collaboration at the national level. In recent years, a new and highly effective approach to collaboration among projects has been established – Teacher Corps networks. All projects are currently part of one of the twelve geographical networks. The networks provide a forum for sharing of resources and information and for staff development and other interproject cooperation. An example of network activity may be found in the collaboration section.

Community-Based Education

The local community in which a Teacher Corps project works is an integral part of the development and successful execution of the project. It plays a role equal with the school and the institution of higher education in governing the project.

Teacher Corps projects mobilize community resources and leadership for community-based education. Historically interns have spent about 20% of their internship in school-community activities. The variety of community education activities is legion, ranging from home tutoring programs to the development of bilingual, multicultural education programs for community residents. Through Teacher Corps, community volunteers have become an integral part of the school experiences of their children. In 1970 the role of community coordinator was established and Teacher Corps projects now have school-community councils which are an essential part of the life of a project. The selection of articles and vignettes that follow in the section on Community Based Education will give the reader a taste of the range of community involvement in Teacher Corps.

Field-Based School Focus and Instructional Programs

Since its inception, the Teacher Corps model has called for school-based teaching experience and teacher education. Interns have historically spent 60% of their internship in the schools serving on teams with regular teachers and team leaders. An early emphasis on team teaching and individualizing instruction prepared Teacher Corps for the advent in the late 1960s of one of its program options, competency-based teacher education. One of the central tenets of competency-based teacher education is that of individualized, field-based instruction. Teacher Corps had already established a firm foundation through its involvement in experiential learning, and CBTE was a logical next option.

Interns and teachers began to be trained on-site where they could try out their new or refined skills and develop teaching competencies through performance in the real world of the classroom. With a field-based school focus Teacher Corps was ready to forge a meaningful partnership between the school and the university for an integrated program of teacher education and curriculum innovation. The portal school concept was one model that was demonstrated by a large number of Teacher Corps projects in the early 1970s.

Since 1975, Teacher Corps has as one of its foci the refinement of competency based teacher education programs, the development of training programs for alternative schools designs, training based on the adaptation of research and programs of interdisciplinary training. All of these frameworks integrate preservice and inservice training within a total school context, meeting the needs of the educational personnel in that school. In the two sections of this publication dealing with Field-Based School Focus and Instructional Programs, the reader will find a variety of individual project responses to these dimensions of Teacher Corps.

Multicultural Education

Inherent in the Teacher Corps model is a central commitment to multi-cultural education at all levels. The assumption that underlies this commitment is that the greatest strength of the American people lies in its cultural diversity; that responding to diversity is a necessity and a responsibility in the continuing development of our society; and that the intrinsic worth of every individual and every culture is the moral basis for developing a viable system of education.

Multicultural education as Teacher Corps defines it occurs in a number of forms in a Teacher Corps project. Over the past ten years projects all over the country have contributed broadly to the development of instructional strategies and teaching materials that respond to the multicultural nature of our population. This is an area which a decade ago was not being dealt with. We can feel proud that Teacher Corps projects have been exemplary in serving as a catalyst for heightening a national awareness of the responsibility of educators to respect and respond to our children's cultural differences in the classroom.

Teacher Corps projects, in their staffing and staff development reflect the ethnic makeup of the communities they serve. Through this dimension, Teacher Corps has additionally been responsible for increasing the proportion of minority professionals in education over the past ten years and for encouraging affirmative action both in institutions of higher education and in public schools.

The articles and vignettes found in the section of this publication devoted to multicultural education represent only a small sampling of the tremendous diversity of Teacher Corps efforts in the highlighting of our cultural pluralism.

In a publication such as this, to which so many people have contributed, it is difficult to offer acknowledgements to some without slighting all. Therefore, thanks must go to the Teacher Corps field as a totality, for without all the people in the Teacher Corps family, these 10 Years of Teacher Corps would not have been possible.

Sincerely yours,

William L. Smith

William L. Smith
Director, Teacher Corps

1966
TEACHER CORPS

*1965 – Teacher Corps was enacted as Title V-B1 of the Higher Education Act. Background: responding to the tremendous need for qualified teachers in low income areas and for training programs appropriate to serving children in those areas, Senators Gaylord Nelson and Ted Kennedy each proposed legislation to initiate a National Teacher Corps. The two initial pieces of legislation were combined and sponsored by Nelson with strong support by then President Lyndon Johnson.

Modeled after a 1964 program at Cardozo Senior High School in Washington, D.C. in which returned Peace Corps volunteers served in classrooms while studying for a Masters degree at Howard University, the Teacher Corps was designed to offer young people the opportunity to serve the Nation's schools – those facing the gravest problems – while preparing for careers in education.

The legislative mandate of the Teacher Corps stated in 1965:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families and
2. To encourage colleges and universities to broaden their programs of teacher preparation.

*From its inception Teacher Corps has drawn together schools, the communities they serve, and institutions that train teachers to plan and carry out collaborative field-based teacher education programs.

*Through Teacher Corps a cadre of multi-ethnic teacher interns and experienced team leaders have built professional careers serving children from low-income families.

- By 1971 60% of Teacher Corps interns were from nonwhite ethnic minorities.
- evaluations of Teacher Corps have indicated that 70% of all interns have remained in education.
- interns serve as part of a teaching team in classrooms with children from low-income families for two years while they are working toward a degree in education. Thus, they can continuously demonstrate their competence as teachers on an ongoing basis directly with children in diverse classroom settings.
- external evaluations of Teacher Corps have indicated that Teacher Corps interns become superior teachers.

*Amendments to Teacher Corps Legislation

1967 – A bill introduced by Rep. Edith Greene placed Teacher Corps under the Education Professions Development Act.

1969 – An amendment to Teacher Corps legislation gave the Corps authority to attract and train educational personnel to provide relevant remedial, basic, and secondary educational training, including literacy and communications skills, for juvenile delinquents, youth offenders and adult criminal offenders.

A CAPSULE HISTORY
1976

1970 – An amendment was passed which added to Teacher Corps the authority to attract volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of higher education serving such areas.

1972 – By legislative amendment the Teacher Corps reports directly to the Commissioner of Education. This provided greater autonomy for the Corps.

1974 – These amendments broaden Teacher Corps authority to include encouraging institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides by supporting demonstration projects for retraining experienced teachers and teacher aides serving in local educational agencies.

*As Teacher Corps legislative authority has increased over the past decade, so has its appropriations. In 1966 the Teacher Corps appropriation stood at $9,500,000. By 1973 it had reached $37,500,000. That level has been maintained.

*From 1966 Teacher Corps has required the submission of joint project proposals (applications) from both a local education agency and an institution of higher education. Endorsement from the community being served and the State education agency has been required since that time.

The development of Teacher Corps has shown an increased concern over the years for the importance of collaboration in teacher education. The concepts of community involvement and community-based education have received emphasis within Teacher Corps. All Teacher Corps projects are governed by a collaborative decision-making body having equal representation from community, school and university constituents. The 1970 amendments gave Teacher Corps authority to utilize community volunteers and the 1974 amendments included community volunteers as Corps members along with interns and team leaders.

Teacher Corps' concern with collaboration has also included the State education agency role in the enforcement of Teacher Corps projects from the respective states. The relationship between Teacher Corps and State agencies continues to be an important one.

*Programmatically, the Teacher Corps has introduced and field tested across the Nation a variety of educational concepts. Among these are team teaching and flexible grouping, individualized instruction, bilingual and multicultural education, competency-based teacher education, portal schools, collaborative planning and decision-making, fieldbased teacher training, community-based education and use of parent volunteers, youth advocacy and corrections, diagnostic and prescriptive teaching. The Corps has continued to expand its areas of concern in an effort to be responsive to changing educational needs. It has provided developmental assistance to Teacher Corps projects across the Nation in their commitment to institute and demonstrate educational reforms.

*An increasing concern over the past 10 years about the quality of teachers already certified and inservice has moved the Teacher Corps further in the direction of inservice education. The emergence of a selective teacher surplus particularly in urban areas further stimulated the Corps to move in the direction of inservice education. The 1974 amendments have given Teacher Corps authority to retrain regular teachers and teacher aides along with inexperienced teacher interns.

*More than 10 third-party evaluations of the Teacher Corps have highlighted the successes of the program. These studies have been instrumental in Teacher Corps' revising its policy to improve its operations and meet new challenges. The Teacher Corps has been and continues to be a responsive agency in meeting its legislative mandate.

TEACHER CORPS TODAY

*Teacher Corps projects beginning in 1975 have a new focus. As a result of the 1974 amendments to the Higher Education Act (P.L. 93-380) Teacher Corps has the authority to develop demonstration programs for training and retraining experienced teachers and teacher aides.

Each 10th cycle project is built around a demonstration strategy which integrates the training of teacher interns with that of experienced teachers and aides. Demonstration project designs in 10th cycle operationalize one of five different training frameworks. Projects will demonstrate better ways of training educational personnel; they are documenting their approach for the purpose of adopting successful elements and making the approach available to other institutions. The five training frameworks that will be demonstrated through 10th, 11th, and 12th cycle projects are:

1. training complexes
2. competency-based teacher education
3. training for alternative school designs
4. systematic adaptation of research
5. interdisciplinary training approaches

*10th cycle projects function within a total school. The retraining program encompasses the entire teaching faculty of that school for the two-year project period. Community volunteers will serve as Corps members along with interns and team leaders in the school. The institution of higher education commits major effort to the new retraining/inservice focus, therefore, forging even greater collaboration with the school.

*Teacher Corps projects are currently organized into 12 regional networks for the purpose of cross-project communications, staff development, and sharing of materials and ideas. Network activities are determined by the participant projects and serve to meet their common needs and interests.

*Teacher Corps, through its program development activities, has sponsored and been linked to a number of national and State efforts in the reform of teacher education through State education agencies and consortia of states, through national associations, and through developmental conferences and training sessions. These linkages continue to keep Teacher Corps in the forefront of educational change at the national level.

TEACHER CORPS FUTURE

As the major federal program in USOE responsible for educational personnel development, Teacher Corps must respond to a number of qualitative issues that have come to light through the seventies. These issues relate to the need for adequate preparation of educational personnel for an increasingly complex pluralistic society – the majority of whom are already hired and working in schools faced by acute problems.

Teacher corps is committed to concentrate its resources on these issues of teaching and learning that impact most directly on educational personnel teaching in areas having high concentrations of low-income families. It has become most important to foster the integration of preservice education, inservice education and continuing education (career development) programs into an effective education personnel development system. Teacher Corps is ready to meet that challenge.

*As a demonstration program Teacher Corps is designed to operationalize a variety of training frameworks and to create comprehensive approaches toward educational reform. With total school involvement Teacher Corps projects will be able to generate the energy necessary for the complex endeavor of bringing about change.

> *"When one assesses the magnitude of the problems to be faced in dealing with the issues of the quality of teaching and learning in American education, it becomes quite evident that in the new decade Teacher Corps faces an enormous challenge. It has the mandate and the delivery system to address itself to a delimited and most critical population. It has the capacity to demonstrate techniques and technologies cooperatively developed at the local level to meet specific needs of educational personnel – those prospective, active and aspiring – who serve children."*[1]

[1] *William L. Smith, "Facing the Next Ten Years", Journal of Teacher Education, summer 1975.*

National Directors of the Teacher Corps

Richard A. Graham

Director, Teacher Corps
1966 – 1971

Dick Graham was the first official Director of the Teacher Corps, leading it through its first five years. Dick's career both in and out of education has included a wide variety of diverse experiences. Early in his adult life he served as an engineer and administrator in private industry. In 1961 he began working with the Peace Corps, first as Director of Recruitment and Public Affairs and then in 1963 as Director of Peace Corps, Tunisia. In 1965 he served as Commissioner of the Equal Employment Opportunity Commission. Following his years as Director of Teacher Corps, Dick directed Education Programs for ACTION and served as a Federal Executive Fellow at the Brookings Institution in Washington. In 1974-75 he was Director of the Center for Moral Development and Education at Harvard University. Currently he is President of Goddard College in Plainfield, Vermont where he continues to be a forceful leader of innovation in education.

Louise White

Director, Teacher Corps
1972 – 1973

Louise White came to Teacher Corps in July 1972 from California to direct the Teacher Corps until September 1973. In Los Angeles, prior to coming to Washington, she had been engaged in a wide variety of activities in the areas of education, urban affairs, state legislation and corrections. From 1954-58 Louise served as a probation officer and founded a self-improvement center in Los Angeles. Through the 1960s she worked on various assembly committees of the California legislature and continued her work in youth advocacy and urban affairs at the Economic Youth Opportunities Agency and California State College. From 1967-70 she worked with the California State Education Department and the Los Angeles public schools as a research specialist and counselor. In 1970 she worked with the Urban Affairs Institute and in 1971 with KTTV in Los Angeles. She is presently serving as Director, Housing Consumer Programs Division, Office of the Assistant Secretary for Housing Management in the U.S. Department of Housing and Urban Development in Washington.

William L. Smith

Director, Teacher Corps
1971 – 1972
1973 – Present

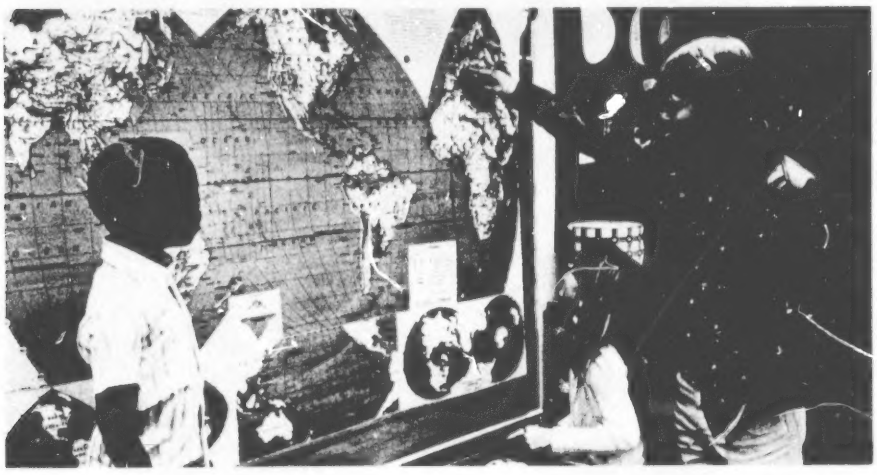
Bill Smith has directed the Teacher Corps twice since 1971. His relationship with Teacher Corps began in 1966 as principal of Patrick Henry Junior High School, a first cycle Teacher Corps school in Cleveland. He also designed and coordinated the community component for the University of Akron 1st and 2nd cycle projects. In 1969, he came to the U.S. Office of Education as Chief of the Career Opportunity Program and Director of the Division of School Programs in the Bureau of Educational Personnel Development. Bill served as Acting Director of Teacher Corps from January 1971 through June 1972 when he became Associate Commissioner for Educational Personnel Development. After serving as Acting Deputy Commissioner for Development and Associate Commissioner for Career Education, he returned to Teacher Corps in 1973 and continues to lead us into our second decade as a national program.

BILL SMITH

Vibrancy can best describe Bill Smith, two time and present Teacher Corps Director. With a stint as acting director in January 1971 to June 72 and then as director from October 1973 to the present, Bill Smith's presence and enthusiasm has touched nearly every aspect of Teacher Corps. Just trying to keep pace with him is a Mission Impossible. But the camera caught him during a whirlwind two-day visit to the University of the Pacific in Stockton, California. He met with every sector that touches Teacher Corps from interns to community leaders, from school board officials to the principal of the school. Keeping up his frantic pace Bill Smith had time to say: "One of the things we have to formalize is what the role of schooling is and what the role of teachers is in that schooling . . . First on the agenda is to make schools better. We've got to get back to the fundamentals, however. If we can't get back to those then we better get out of the business of education."

Instructional program

"The one-room school house and the stereotyped school master in the image of Icabod Crane have long left the educational system of the Twentieth Century" – Todd Christensen and Neil Mathews, interns. Western Washington Teacher Corps.



The goal of any sound instructional program should be to ultimately broaden a student's perspectives while at the same time preparing him sufficiently in the fundamentals so that he may successfully function in society. While the goal of instructional programs may not have changed much over the years, the methods to achieve those ends have been drastically altered. Perhaps, the most significant overall change has been the increased sensitivity to a student's background and an integration of that lifestyle into the instructional program. In order to successfully prepare teachers who are sufficiently sensitive to this approach, Teacher Corps has initiated both preservice and inservice training. According to Dr. Alan Wheeler, director of State University College at Potsdam New York (SUCP): "The purpose of inservice education is to improve the educational proficiency of teachers and administrators and other educational personnel." The SUCP Teacher Corps program emphasizes the professional preparation of teachers and the retraining of experienced teachers through the assumptions of child-centered education.

But the problem of how to achieve child-centered education can be most frustrating. The program at the University of Oregon in Eugene asks, "What are the most effective procedures for meeting those needs such as basic literacy and clear thinking?"

In an effort to find some answers, Oregon is screening over 100 modules from various competency-based teacher training programs from throughout the country in hopes of better establishing their instructional program.

Conway, Arkansas

The University of Central Arkansas has approached the instructional programs area with a "competency-based graduate program that has a proposed hierarchy of skills presented in modular form, for each curriculum area. Each module cluster has two distinct entities: teacher competency and teacher performance.

"In order to assess the effectiveness of the program, interns continually provide input into determination of competencies, development and design of instructional modules and evaluation of instructional activities," says Martha Wyre, team leader.

"During preservice, modules on classroom management techniques and the exceptional child were presented to the interns. The exceptional child module dealing with evaluation, diagnosis and planning, emphasized mainstreaming into the regular classroom.

"Interns developed an informal evaluation kit assisting in the pinpointing of instructional strengths and weaknesses and in identifying those students needing adaptive instruction. Interns are now developing materials and instructional modules for these children.

"The instructional program for on-site teachers is based on the same philosophy as for planning children's instructional program-providing individualized instruction to meet the needs of each learner," explains Wyre. "A media center in the library helps teachers learn new techniques, to keep abreast of curriculum developments and to develop instructional materials for their children. Mini-modules are written for teachers as they request help in a certain area. These modules are individualized, self-paced units which can be worked alone or in a small group."

Bellingham, Washington

Children, either those who are gifted or those with learning disabilities have special needs. Todd Christensen and Neil Mathews, both Western Washington Corpsmen at Parkview Elementary School in Bellingham, Washington reflect upon the changes that have occurred in the classroom and the necessity for increased awareness of those problems associated with teaching both the educationally handicapped and the creative and intellectually gifted child. They write:

"Teachers in today's elementary schools reflect a degree of advancement comparable to any other profession in U.S. history. The tremendous rate of change in education has brought endless advantages for the student, but at the same time it has placed many important and challenging demands upon the classroom teachers. A Teacher Corps project now in progress through Western Washington State College in the Far West Network was designed to meet two of these very important demands: the early identification and treatment of learning disabilities and the development of a program to meet the needs of the creative and gifted children.

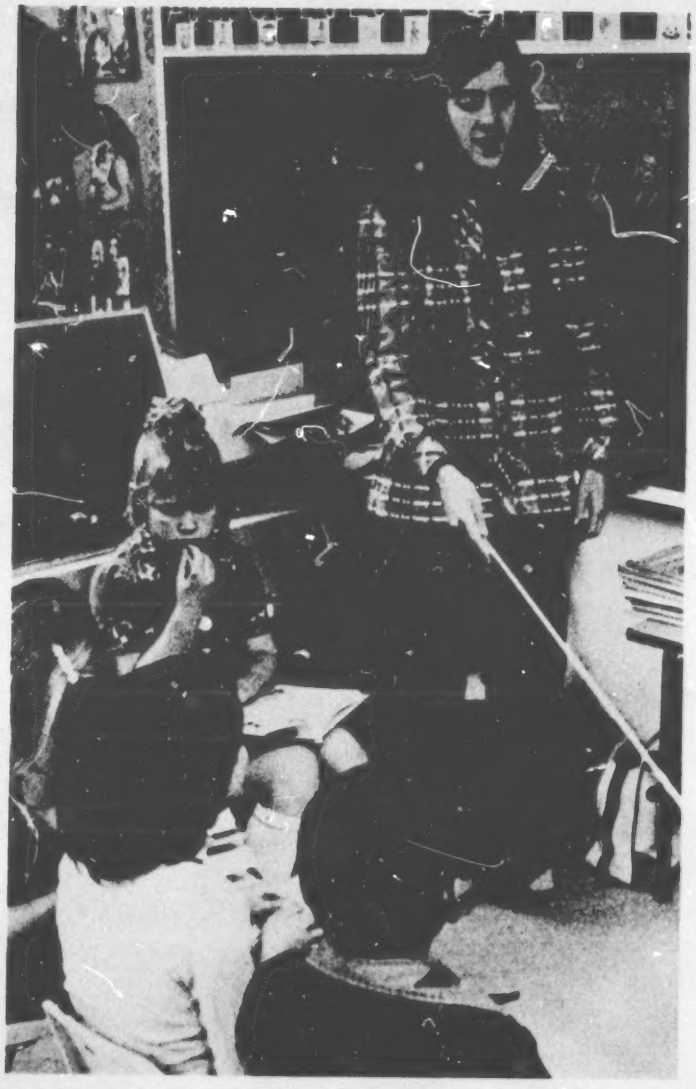
"Two graduate interns – Todd Christensen and Neil Mathews, have been developing and implementing the program since September. Christensen's main responsibilities are with the learning disability students in kindergarten through second grade, while Mathews provided a variety of programs for gifted and creative students in grades 1-5.

"The Parkview Project has developed around the concept of Teacher-Designed Inservice which allows the classroom teachers to design the training and resource programs that are deemed appropriate for the needs of their own students. With these objectives in mind, the staff at Parkview administered a needs assessment during the spring of 1975. The assessment included a questionnaire to

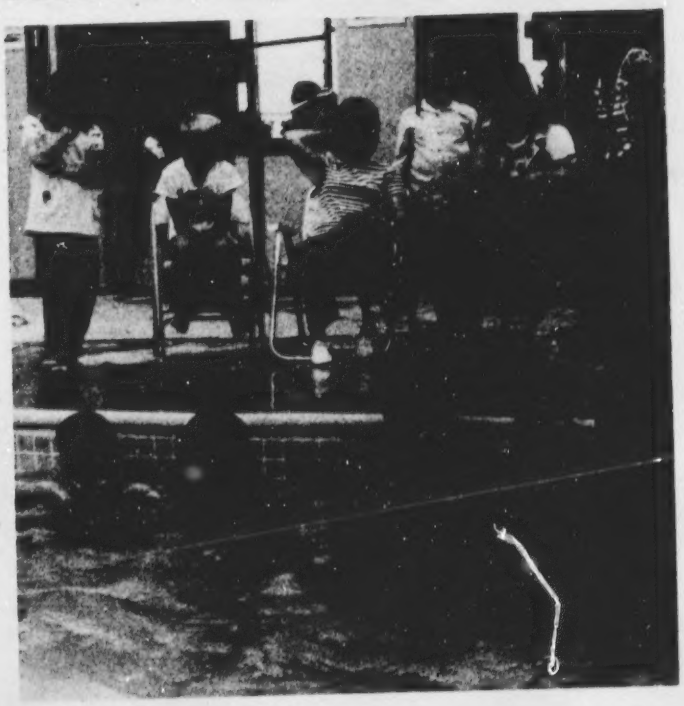
parents and utilized computer analysis of the data collected. As a result, the need for creative and gifted programs and the development of a program for the early treatment of learning disabilities emerged as the top two priorities for the 1975-1976 school year.

"The learning disabilities program being developed by Christensen is centered around the Santa Clara Inventory of Developmental Tasks. The inventory is a comprehensive screening and treatment program that covers a total of 64 specific skills. The tasks are divided into eight basic physical and cognitive areas covering motor coordination, visual motor performance, visual and auditory perception, visual and auditory memory, language development and conceptual development. The inventory has been incorporated into the Parkview program to screen all primary students for potential learning disabilities. Treatment of identified disabilities is deemed critical for success in basic primary programs as well as being an effective preventative program that contributes to the future success and positive self-image or the child as he progresses through school.

"The program for creative and gifted students being developed by Mathews is also centered on the needs of the Parkview students. Neil works with between 35-40 students in grades 1-5 on an individual or small group basis. Every student receives approximately three hours of interaction and exploration per week in any of several skill areas, each geared towards developing a specific type of higher level cognitive ability such as divergent thinking skills, problem solving skills, research and communication skills and enhancing creativity by increasing fluency, flexibility and originality."



Most projects have found that the field based experience is the most valuable for their interns. As Greta Morine, from the San Jose State Teacher Corps project writes, "If you had visited the San Jose State Project, this past fall you wouldn't have found the interns spending much time sitting in college classrooms listening to lectures. Almost all of their instruction is on-site at Rogers School in Alum Rock, California. You could have seen Lupe Monroy early in the morning sitting in the back of a busy classroom, jotting down notes. Lupe is observing the classroom behavior of a fifth-grade boy, studying him in order to identify his learning style. You might have found Manuel Alcaraz in a small room of the Teacher Corps portable talking to a kindergarten boy about a pile of colored blocks. Manuel is trying to learn the concepts this child uses to organize his world. You could have peeked in the window of Room 41 and there you'd have seen Rose Campose interviewing a first grade girl who was comfortably esconced in a bean bag chair while Katie Barreras observed. Rose and Kate were administering language dominance and language proficiency tests in a relaxing environment that the interns designed themselves."



A similar need, for intensive training in order to aid children with learning disabilities was also felt at the Edgewood Independent School District which is associated with the Teacher Corps project at Trinity University in San Antonio. According to Diego Gallegos, Corpsmembers planned and developed a motor behavior lab in one of the elementary schools. "The children reacted extremely favorably to the many activities in the laboratory. In addition to being fun, the activities served as educational experiences. Children received training in establishing spatial relationships, laterality , right-left differentiation, balance, mathematical concepts, tactile awareness and in several other psychomotor areas. As an after-school project, the corpsmembers are serving approximately 70 children in the lab."

Pocatello, Idaho

Some of the exceptional child programs, such as the one at Idaho State University in Pocatello, Idaho, have been intern-intiated. As Barbara Swanson writes:

"A number of interns have requested and been enrolled in independent study credits focusing on the area of motor perceptual skills. To earn these credits each intern had to acquire cognitive background, plan, implement and direct a motor skills program which involved, usually, an informal pre-and post-assessment of student performance and finally secure and train community volunteers. One of these programs was initiated for pre-first graders during the summer, continued in the all for the first graders still needing the program, and initiated for all kindergarteners. All programs involve either kindergarten and/or first graders and last approximately six weeks.

"Essentially, the motor skills programs were organized around the "station" concept. The students were divided into five to eight groups, each group spending a specific amount of time at each station during the session. A station consisted of activities designed to develop a particular motor perceptual skill: for example, children participated in various exercises designed to improve balance using the balance beam; to improve ocular control using ball rolling and the chalkboard; to improve laterality by using jump boards, mats balance beam and chalkboard, etc. Most children were screened informally via the Purdue Perceptual Motor Survey before beginning the program and were again tested after the program was completed. Those students having serious deficiencies were then given more practice in areas of deficiency or in one case, specific needs were met during the core program itself by having the children spend extra time at a particular station.

Athen, Ohio

Teacher Corps has long been heralded for its flexibility; its ability to adjust to local situations; to train its interns so that they could adjust to the particular learning needs of their students. This is reflected in the varied instructional programs outlined for interns and for the instructional programs that they in-turn establish for the students in their classrooms. However, all of the many difficulties facing Teacher Corps members are not limited to the four walls of a classroom or even the immediate community. In many parts of the country just having a school, easily accessible to students is something short of mission impossible. Providing the normal services that the schools usually have, for example a library, is extremely difficult in some rural areas. But with a little ingenuity and a lot of enthusiasm, some Teacher Corps people in the Ohio University project have learned to lick that kind of problem too. Jeanne Bowen, Team Leader for the Ohio projects tells us that an Apple Crate doesn't always hold golden delicious.

"What is sparkling white, twenty-five feet long, eight feet wide, and has giant apples painted on its flanks? The "Apple Crate," the Ohio University Teacher Corps Project's mobile reading van. Providing diagnostic testing services and prescriptive reading instruction to students is a problem in a school district with nine schools spread over more than half of rural Meigs County in southeastern Ohio, especially when the schools are small and have no room to spare. So, the Teacher Corps Project here arranged the lease of this attractive mobile unit and staffed it with a Team Leader and interns to provide these needed services to teachers and students all over the district.

When the van was delivered late in the spring of 1975, it was outfitted with an extensive supply of paperbacks, reading labs and other instructional materials, a video tape, record players, filmstrip viewers, and a supply of commercial and teacher-made games. Chalkboards and bulletin boards were installed and the apples were painted on its sides.

"In order to familiarize the children of the district with the "Apple Crate," worthwhile summer activities were planned to

reinforce reading skills and build positive attitudes toward reading. Four mornings a week during the summer months, the "Crate" bumped its way over the county roads to set up shop in the local communities. Children of all ages, and some adults, came to read and play games in pleasant surroundings with the teachers on board the van. They learned that reading and related activities could be fun and that the "Apple Crate" was a good place to visit.

"Community reaction to the "Crate" was immediate and favorable. A local grocer in Pomeroy insisted that the van use his parking lot when it came to that town. A giant tree provided a shady corner for the morning's activities. The local newspaper printed stories and pictures of the van and its youthful patrons. As the van traveled around the county, drivers honked and waved as they passed it and children called out to the teachers as the "Crate" motored through their neighborhoods. "Hey, Apple Crate!" became a familiar greeting to the interns and Team Leader.

"In June, a local regatta festival is annually held in the county, featuring, among other things, a frog jumping contest. A big parage begins the celebration. So, the "Apple Crate" joined the parade, complete with a gigantic chicken wire and paper frog perched on its roof. That sight made the local paper, too.

"When school started, the image of the "Apple Crate" was set. Interns Linda Sussin and Bob Caplan were assigned permanently to the van as it began its instructional program. During the first week of school, the "Crate" visited each elementary building and all teachers were introduced to it and its services. Beginning the next week, the interns began to administer diagnostic reading tests to students referred by their teachers. Over 180 students were tested and written reports were prepared for each child. These reports contained interpretations of test results and specific recommendations for instruction.

"After the testing was completed, 90 students were selected from among those tested to receive instruction on the van. The wealth of materials and equipment enabled the interns to use strategies often not possible for the classroom teacher. For example, the language experience technique was used frequently with younger children, and their stories became the basis for later individually planned lessons. Classroom teachers are provided with regular reports on the program of pupils receiving instruction on the "Apple Crate".

"Plans are being made by Team Leader Betsy Horky and members of the Teacher Corps staff to change the program (offered aboard the Apple Crate) for the second semester to instruction in specific skill areas. Students weak in certain skills will be given packets of material designed to strengthen that skill. Classroom teachers may also use these packets. In this way, the "Apple Crate" will provide services to an even wider range of children.

Community

"Public schools belong to all of the people. Yet, most schools are seldom used by anyone other than the school staff and their young charges. Schools should effectively prepare youngsters to be active contributing members of their communities, however the wealth of education resources that are inherent in communities is not tapped often enough. Education in school and at home should be integral and mutually reinforcing." – Lewis Sinatra, associate director of the Teacher Corps program, State University College in Buffalo.

Teacher Corps' traditional involvement with community affairs has distinguished it from many other federal programs. In fact, Teacher Corps community involvement lies at the very core of its success.

As with any other trust, Teacher Corps community involvement and its manner of implementation varies from project to project. However, common to all programs is the desire to meet particular community needs. In order for that to occur a needs assessment of the community must be first accomplished.

New York

As a result of such an effort, Dr. Alan Wheeler, director of the Teacher Corps project in Potsdam, New York explains that in the "first months of the Potsdam program a great deal of time has been spent in an intensive effort by interns and the community coordinator to gather information and determine existing resources in Massena, New York, where the Potsdam project is field-based.

"The community of Massena has basically an industrial population with supporting retail and service facilities," writes Wheeler. "The major portion of the population is employed directly or indirectly in the production and fabrication of aluminum. The Jefferson School community, in particular, has a high percentage of unemployed, low-income and rural families."

Another of the problems in the community was that "residents had to travel between 25 and 50 miles to contact various social agencies. In order to help correct this, Teacher Corps sponsored an Information Night at Jefferson Elementary and 24 social agencies were represented. This convenience for the community is expected to be repeated twice each year.

"State University College at Potsdam (SUCP) Teacher Corps has been working with the Massena Public Library to implement a mobile delivery service that would be utilized by the residents served by the Jefferson Elementary School. In a survey conducted by the library, it was determined that this area has the lowest percentage of library users. This delivery service is a community-wide effort with the three major industrial plants providing the van, the town of Massena Highway Department providing the fuel and maintenance, local service clubs providing shelving and painting and Teacher Corps providing the audio-visual equipment and possibly some staff. This van will soon be on the road.

"In another project the Jefferson school psychologist has aided in the preparation of a Big Brother-Sister program called, "Student Volunteer Service Learning Program." The interns and community coordinator attended two weekends of workshops in "Developing Human Potential," to prepare them to assist in training high school students and community volunteers in communication skills, child development, strategies, learning problems and group leadership. Based on the results of an interest survey, conducted in he fall of 1975, approximately 300 high school students are expected to be involved in this effort.

"Informal commitments by various organizations, including the service clubs, Recreation Commission, Massena Public Library and United Way, have been made in order to continue whatever programs Teacher Corps initiates in the community. One of the goals

of the Potsdam project is to establish positive community attitudes and school support.

"Hopefully through the Community Based Education Program and through the collaborative school community involvement, this, as well as the major thrust of developing an alternative school design and a child-centered instructional program, will be realized."

Austin, Texas

The goal of any community based education whether it be in Massena or in Austin, Texas is to create a "two way street," in that parents not only learn and contribute to their children's schools, but the teachers' and administrator's perceptions are also expanded.

According to Mary Randolph Dinkinson and Ruben Olivarez of the University of Texas at Austin, training a teacher to teach is the objective of the teaching certificates: training a teacher to teach and reach children through their environment is one of the objectives of Teacher Corps.

"The Austin Cycle nine Teacher Corps serves four elementary schools. In each school an on-site community representative coordinates all activities involving Teacher Corps and recruits parents for educational projects and school functions.

"The most heterogeneous of the four schools, is the meeting place for successfully integrated community projects. Using its facilities to enrich the community, the school hosts speakers such as selected officials who discuss local government; it holds pottery classes for parents, invites health specialists to conduct clinics; and it supervises the lending of books and educational materials to concerned adults. For parents unable to attend the daytime activities, there are taped classroom sessions for evening viewing.

While one school concentrates on utilizing the school as an instructional center for the community, three predominently Chicano schools integrate their communities into the daily school activities. They began programs tailored to the specific needs and resources of each. One school features a Chicano dance group, instructed and costumed by parents and teachers, while the two other schools offer Toy Lending Libraries. In one of the libraries, the parents and pre-schoolers interact with teachers, play instructional games and sing bilinguai songs. In the second, pre-schoolers explore toys and games while the parents make take-home educational materials. At both libraries, the parents may borrow educational toys and games.

"Two of the schools are training parents to tutor children in the classroom and at home. The instruction for and by the parents is conducted in the language of their choice. Workshops are held weekly.

"Enrichment programs in all three schools introduce and supplement the children's knowledge of subjects not taught in the curriculum. Auto mechanics, tennis, karate, cooking, sewing, pottery, hair styling and knitting were among the classes offered by parents, custodians, interns, principals, and teachers. Once a month each class level spends a half a day with the program."

Actively integrating the parents into schools is difficult to accomplish. As mentioned before, various projects use a variety of methods. The Eugene, Oregon Teacher Corps utilizes the "Community Involvement Cluster." According to Dawn Landon and Meredith Gall of that project, there are four clusters that make up their Teacher Corps program. "The fourth cluster, Community Involvement, is designed to meet the training needs of the community, especially community members who are involved in the governance of the schools as well as school volunteers."

While school councils are being formed "so that community representatives can interact and advise school personnel", Eugene has undertaken the task to train community representatives so that they will have the necessary skills required to aid in formulating school goals and evaluating school programs.

The cluster will also assume the task of training volunteers such as "parents and university students in diagnostic prescriptive techniques so that they can tutor students and help them develop their academic skills". The other three clusters deal with evaluation of school program, school goal development and diagnostic-prescriptive

teaching techniques all of which aids the community cluster in achieving its goals."

Arlington, Washington

The Arlington School District, which collaborates with Western Washington State College Teacher Corps, has had an extremely vital community component for the last three years. In 1972-1973 the Arlington Volunteer Aide Training Program was started. Each year, trainees are invited to attend a 20 hour mini-training course while day care, transportation and tuition scholarship to the class at Everett Community College are offered. The course covers a variety of topics, including school policy, role of volunteers, character of elementary school children, relationships with teachers and current program in education. The effect of this minicourse has been two fold. First, it has lessened teacher workload through subsequent volunteering and secondly greatly improved community relations.

"But perhaps the most unique twist to the Arlington community component program comes in what could be called "Good News Phone Calls." Interns in 1974-1975 began calling parents with positive comments concerning their children.

Oklahoma City

The University of Oklahoma has opted for a more institutionalized approach for reaching both parents and organizations or establishments. The "Community Outreach Program" enlists the aid of everything from corrections programs to religious institutions, social action agencies to political institutions. According to Linda Sexton, staff journalist for the Oklahoma Teacher Corps, "The Oklahoma Teacher Corps project initiated community programs in several Oklahoma city schools. The original program began with parent volunteers who eventually were hired by the Oklahoma City School System and assigned to Teacher Corps.

"As a result of the work of these community volunteers, interns parents and teachers which compose a community advisory council, "Orientation to Community," a competency based community education program with national circulation was developed.

"Another area of involvement is Partners in Education." The program is a series of parent meetings with speakers. It is designed to help develop the parents' leadership skills while teaching them ways to better work with their own children.

Gainsville, Florida

Community based education does not merely involve parents or institutions that relate directly to the educational process. In Guam, Alaska and in some Native American areas grandparents are used as valuable resources. The same is true in Duval Elementary in Gainsville, Florida. As interns Nancy Larkin and Donna Shaffer explain: "Put ten teachers who refuse to do it the 'regular way', ten foster grandparents with all the love and patience in the world and fifty kids of different shapes and sizes ranging from 7-10 in one big open space and what do you have? In this case, a summer-full of fun and learning excitement that just didn't want to quit! Kids laughing with kids; teachers laughing with kids, field trips to anywhere, cooking smells, kids doing; grandparents helping; hands clapping; knees slapping and everyone into it someway or another making for a bustle of good-time learning.

"This all happened over the summer in Duval Elementary's Media Center. The space was divided into five multi-age grouped classes each teamed by two Teacher Corps interns and two foster grandparents. It wasn't long before the classes which claimed names like the Sunshine Kids, the Cactus Kids, the Spiders, the Potts-McNeal Weather Station and the Pet Lovers, were in full swing. For

three weeks the kids and teachers were involved in language experiences based on their specific themes. Reading enrichment was the program's objective but 'feeling good' was the primary goal, a goal that was extended to the kids, teachers and grandparents alike."

San Antonio, Texas

Garnering active support from an entire community, and not just isolated sectors is perhaps the highest community based achievement. While rousing that kind of support is extremely difficult, the results can be the most rewarding. Diego Gallegos a team leader with the Teacher Corps project out of Trinity University in San Antonio, Texas tells us of one such victory of the spirit.

"What was once an empty weed-ridden area became a colorful and delightful playground for the Jose Cardenas Early Childhood Center in San Antonio, Texas. Corpsmembers from the Edgewood Trinity University Project picked up old discarded tires from empty lots, swings that were rotting in backyards, old railroad ties, telephone wire spools, an old discarded fire escape, a banged-up '63 Chevy station wagon and even an airplane that was considered obsolete and converted them into recreational/educational projects through Teacher Corps imagination and sudor (sweat).

"The Corpsmembers learned the value of pooling community resources as they involved community individuals who donated their skills in welding, cement finishing, auto body-fender repair, landscaping and carpentry. Small businessmen donated essential materials such as lumber, paint, cement, sand, nails, carpeting and other materials. As a result the cost for constructing the playground was about $.0.

"The Teacher Corps Playground was dedicated on May 8, 1975 and since then has been enjoyed by not only the early Childhood Center children, but by children from the nearby schools. This Teacher Corps effort has served to make a visible imprint in the neighborhood as to what can be accomplished when people from diverse backgrounds join together for a common purpose."

Many publications take the liberty of devoting a small section of the magazine to very personal articles reflecting how one person has been affected by a particular situation or vice-versa. The sections come with a variety of titles, "My Turn" or "In His/Her Own Words." Whatever. This publication is no different and Caronetta A. Jones, Community Coordinator for the Memphis State project sent an essay that most at Teacher Crops would say is the essence of the community component effort. So here, in "Her Own Words . . "

"Working as Coordinator of Community activities for the Mid-South Teacher Corps has been a rewarding experience. I've done many exciting things, traveled to many new places, and enjoyed so many rewards that there's no way for me to describe them all.

"However, there is one activity that I would like to relate to you that has provided a special reward for me. It's the Head-Start-At-Home project with which I am involved.

"The central idea behind the project is that parents are the first and most important teachers of their children. They are the first builders of the child's self-concept and are integral to their first learning experiences. Preschool aged children are ready to learn many things years before they go to school or kindergarten.

"However, many parents are not aware of these seemingly small but important things that they can teach their children, or how they can teach them. If parents can be assisted in ways of teaching readiness skills, of developing intellectual awareness, curiosity and confidence in their children, they too will grow in these areas and, in turn, be of even more benefit to children's educational growth. This is what the Head-Start-At-Home project seeks to do by recruiting parents of preschool aged children to participate in the program of classes or sessions at school and/or their homes.

"My first exposure to this concept was a year ago, when I came to work with Teacher Corps and found that such a program was in operation. At the time, a graduate student attending Memphis State University was responsible for the conduct of the classes. My duties were to familiarize myself with the concept and go out and recruit the parents.

"When the second year of our Cycle Nine began, and I learned that in addition to recruitment, I would be primarily responsible for further refining the model and implementing it. I had no idea how I would be able to do it! Because as I have previously stated, I was acquainted with the concept, but I didn't feel knowledgeable enough about the content of such a course.

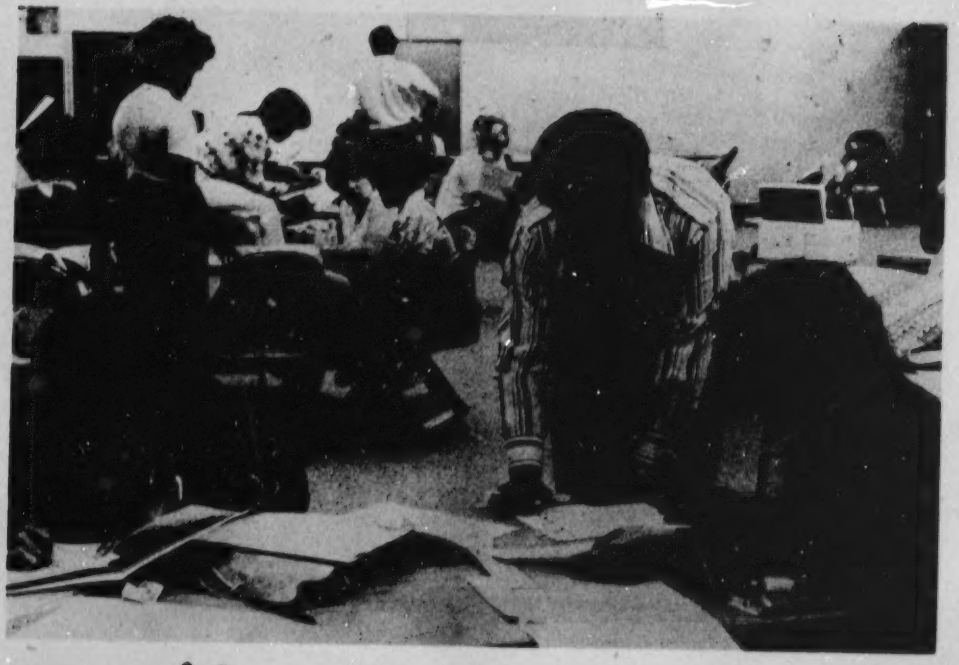
"Well, that was all taken care of when I met Carl Grant, Director of Teacher Corps Associates Program, at the 10th Anniversary Teacher Corps Conference in Washington, D.C. last July. Upon talking with him and explaining my plight, he informed me of an upcoming opportunity, a week long workshop on the Home-Based Readiness Program at Xavier University.

"Shortly after returning home to Memphis, the invitation came and I traveled to New Orleans, La. where, in addition to the Home-Based Readiness Program, I visited and learned about The Workshop Way, the Montessori Children's School. Then back in Memphis, I observed in the Lausanne Montessori School.

"The best information, materials and ideas from all of these were combined for use in our program. Modules were developed that dealt with the body, the home, the community, shapes, colors, numerals, listening, giving and following directions, and the construction of simple learning aids by using articles common to most households.

"Parents evaluations forms, and pre and post tests indicated that the project has been successful. Plus, the good feeling that I've gotten from seeing parents and children grow and listening to their remarks convinces me that it is successful.

"These experiences have helped to remove my anxieties about being responsible for the class and provided a significant part of what has become a meaningful reward for my being a Community Coordinator."



Multicultural

"Cultural Pluralism is this: You share the responsibilities, share the burdens of the country where you are, but you keep yourself alive: you preserve your identity, maintain your heritage, maintain your culture, while at the the same time integrating yourself into the country." – "A Reporter At Large," New Yorker, March 31, 1975.

Multiculturalism is the very essence of Teacher Corps. Making better teachers, implementing better teaching techniques, aiding children, communities and institutions of higher learning are all goals of Teacher Corps; however, multiculturalism is its inspiration. The necessity of increasing multicultural understanding among the American people, has probably never been more important in order to facilitate the building of a new social order.

New York City

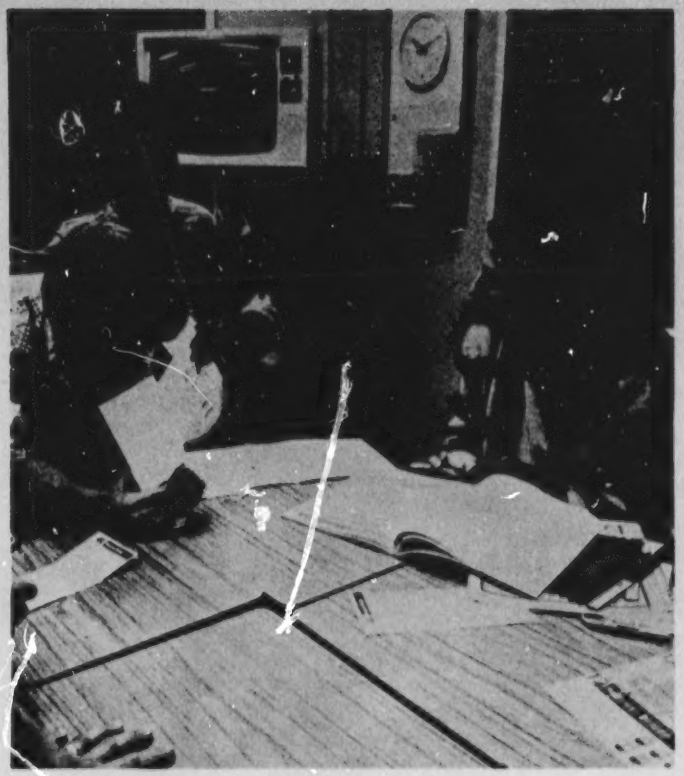
As Lourdes Travieso, project director of the Bilingual Teacher Corps program in New York City explains it: "At this moment in our history we are in a period of catharsis. We are attempting to relieve ourselves of our past maladies and are seeking the new balm which will bind our wounds and help us to reach a modicum of acceptance of ourselves as a nation: an acceptance which must be equitable for all persons regardless of sex, creed, national origin and race.

"The Bilingual Teacher Corps Project in New York City is based on the premise of respect for the individual, and the concept that cultural, ethnic and linguistic diversity is healthy and beautiful and must be maintained." The New York City Teacher Corps attempts to promote the concept of bilingualism and multiculturalism – not from a deficit model, i.e. that Hispanics are culturally disadvantaged and deprived, but from a positive and enriching perspective. This perspective embraces the concept of cultural pluralism so that the Hispanic child may pursue a lifestyle of dignity, humaneness and endow him with the capacity to contribute to the fabric of this country's culture.

"The multi-ethnic population that New York City Teacher Corps serves, represents a tremendous untapped natural resource which merits preserving, conserving and extending. It is the aim of New York City Teacher Corps that this concept is extended to the teachers, parents, administrators and children involved in the program so that it will be integrated into their daily lives. Through the course work, workshops and conferences with school personnel, Teacher Corps helps them discover the unique socio-cultural characteristics and learning styles of the children they teach. They can then design appropriate learning activities that will maximize the children's achievement and self concept.

"Language and culture are unquestionably intertwined. New York Teacher Corps uses the teaching of Spanish to school personnel to provide a forum for the dissemination of ideas relating to cultural aspects, discussion of life-styles as well as the acquisition of language skills. One unexpected outcome of these Spanish classes is that participants sharpen their sense of language acquisition difficulty, language interference and how to deal with a linguistically different child in the classroom."

Summarizing her position, dramatically and emphatically Ms. Traveiso says: "Our society is on the brink of a new revolution, not one of more technological advances but a revolution that will make the promises on which this nation was founded, a reality. The educators of today must heed the call to bring into proper perspective the richness of our multi-ethnic population and share it with all. That is the challenge of today. Hacio un nuevo dia!"



Irvine, California

Sometimes Teacher Corps projects have sought the flexibility of community centers in order to have cultural awareness classes. Such was the case with an eighth cycle project for the University of California at Irvine. They report:

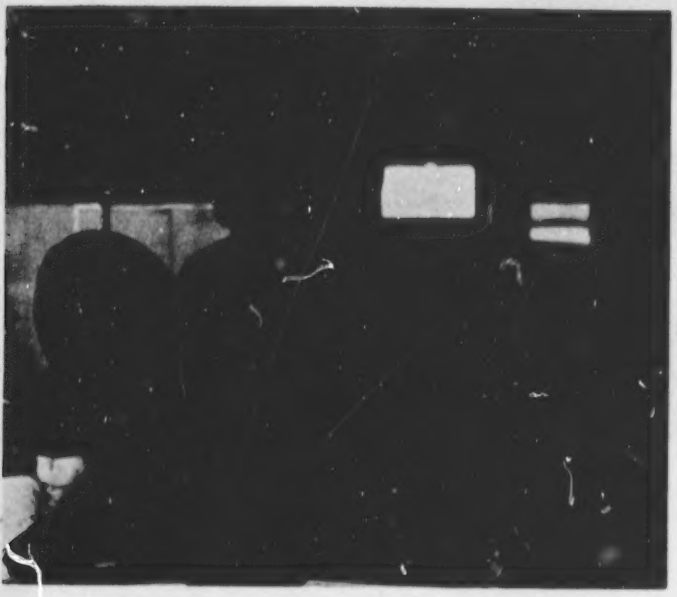
"Electric. Zap . . . it hits you. Kids are running around, parents chattering, colors assaulting your eyes . . . red, black, green. Everything is VIBRANT!! This is the Cosmopolitan Brotherhood Community Center.

"In addition to tutoring in basic subjects, Irvine interns helped students in Black culture and Black pride at the center. "This is not to the exclusion of other cultures," however, stressed Dorothy Furness, community coordinator. "A lot of Black and Chicano kids have hang-ups with Anglo people. Or sometimes we deal with the problem that Black kids don't want to have anything to do with Anglo or Chicano kids. This shows up in the classroom. Often kids are hostile to an Anglo teacher. Here we try to have multicultural experiences, where interns, parents and kids of all backgrounds get together and it's showing up now that there is less hostility in the classroom.

"Interns and parents alike feel that with increased cultural understanding and pride, children feel less insecure, and in turn are less likely to be hostile. "The Teacher Corps interns have really worked with the kids in this particular area," counsels Robert Brock head of the Center. "We are very proud," he says, "that we offer Black culture without compromising. Here we've just got some vibe."

Alaska

Maintaining cultural integrity while at the same time attempting to integrate a culture into a Western twentieth century society is the problem faced by Teacher Corps in Alaska. That problem coupled with many physical barriers, makes the Alaska project



unique. Mick Murphy, director of the Alaska project seems to be the master of understatement when he writes: "Before looking into the Alaska project's view of cross-cultural education, a brief perspective of its somewhat unusual situation and structure is probably useful.

"The program operates out of five cross-cultural Field Centers, each of which serves students in schools from surrounding small villages (population 250-400). The geographic area this covers is about equal to that of Texas and California combined. All travel is by air since there are no roads and roundtrips of 1,000 miles are not uncommon.

"One of the highlights (of the program) is that it's a four-year undergraduate program working toward adding the graduate level as part of the education continuum. The lower division part of the program is under the Career Opportunities Program and state funding. The majority of Teacher Corps interns are students who have successfully completed the freshman and sophomore years in the project. Of the 60 full-time enrollees, all but four are Native Americans.

"The team leaders are University faculty, each assigned to, and living in, one of the rural Field Center communities. Thus, since they are responsible for the design and development of the curriculum and its delivery, the instructional program which is emerging reflects the needs and perspectives of the communities in which the faculty lives.

"The program has, to date, graduated 48 persons, of whom 32 are either Eskimo or Athabaskain Indian. This has effectively increased the number of certified Alaska Native teachers in the State by over five times since 1970. Eighty percent of the graduates are educators in rural Alaska, including two at the post-secondary level. One is working with an urban Native studies program and two are principals. Others are with the Native Regional Corporations. In spite of the size of the state, there remains much communication among them. There are nineteen seniors in the program in 1975-1976.

"Through the period of their training they, as well as other community citizens, have fed into the program ideas and views enabling the designs of instructional subjects which will help culturally different people at all educational levels, elementary child to post-secondary adult, link their environment to that of the western dominant society. The reverse has been true to some degree and will be emphasized as the graduate level inservice program emerges.

"Courses such as Culture and Learning, Small High School Program Design, Socio-Cultural Foundations of Education, and The Community as an Educational Resource have been designed, taught and added to the cross-cultural curriculum. To conventional courses such as Elementary Teaching Methods and Tests and Measurements has been added the emphasis necessary to meet the demands for teaching culturally different children.

Guam

"While Alaska must deal with vast distances and intense cold, Guam has none of that to worry about. Yet, the desire to blend cultures, to blend old and new ways is reflected in Guam. There, they have instituted a cross-cultural program called "Antigo". "Antigo," says the Guam project . . . "is a belief or conviction that parents and their parents (the Older People of Guam) do have very important human resources to share with the school.

"The school may be expert in teaching academic subjects but it is the parents who are expert in the rich cultural lore of the past. The parents have much wisdom and knowledge from the past to impart to the school. We believe they can make significant contributions to the school curriculum and to helping students and teachers to learn more about traditions, values, stories, arts, crafts, and the priceless memories of The Old Ways."

Guam Teacher Corps seeks to blend two cultures through tackling topics in the classroom like early making of soaps, dying cloth, cloth

weaving, old medical remedies, pottery making and building houses. Through instilling the children of Guam with a knowledge about their past, Guam Teacher Corps hopes to better prepare them for the future.

Menominee County Wisconsin

The same is true for the Wisconsin Native American Teacher Corps project. John Antes, head of the project tells us that, "One of the dominant thrusts of the Wisconsin Native American Teacher Corps project-Tenth Cycle is to bring teachers, interns and students into contact with as wide a variety of community resources as possible and to devise strategies for incorporating these resources into ongoing activities of the reservation school. To this end, the eighth cycle Teacher Corps project developed two instruction programs 1) Menominee Oral Histories and Legends, 2) Menominee Arts and Crafts, both of which have become integral parts of the reservation's elementary schools and both of which are taught by members of the Menominee community.

"Oral histories and legends are conducted in the traditional fashion. The children gather around the two elders, one of whom begins the legend in Menominee and at a natural stopping place the other elder repeats the story in English. The legend continues, back and forth between Menominee and English until the tale comes to an end.

"The children (99% of whom are Menominee) then ask questions or make comments about what they have heard, often saying, "Well, my grandmother tells it . . ."; for the large number of the children, however, this may be their only encounter with Menominee oral histories or legends. These sessions have been video-taped and more sessions are being planned.

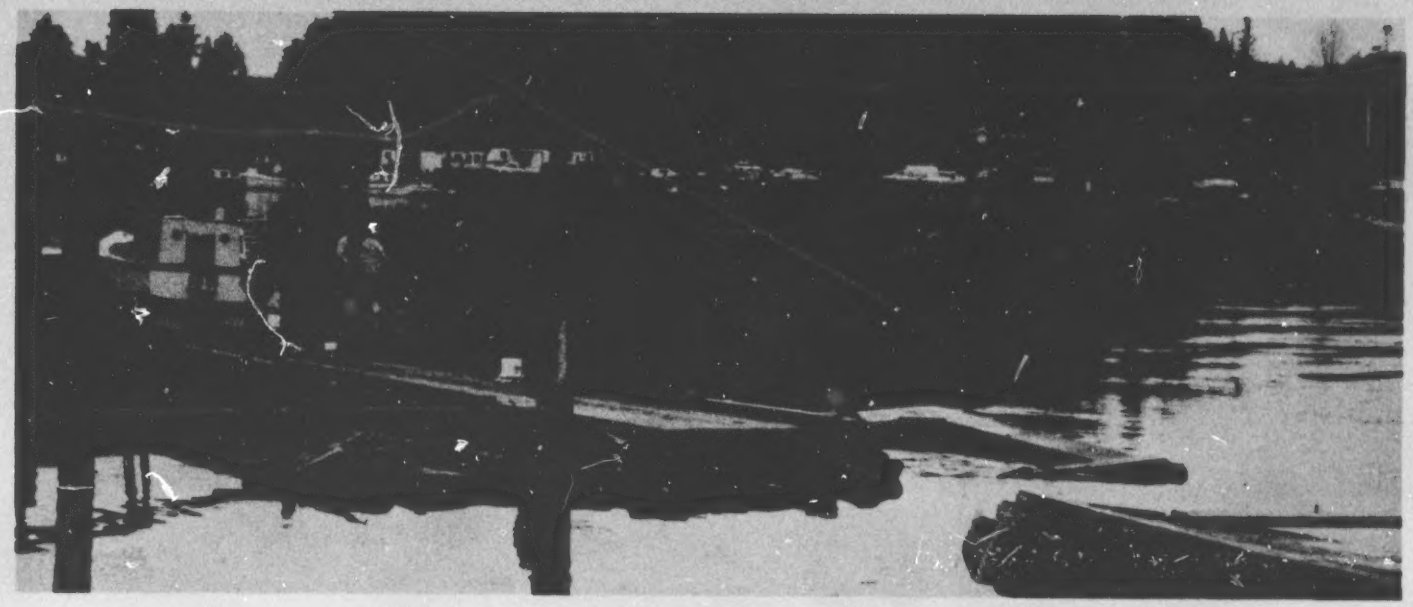
"The Menominee people are making every effort to record and preserve their traditional stories, oral histories and language before it is lost.

"A second vehicle for preservation of tribal tradition is the Menominee arts and crafts program. Again, the arts and crafts program takes place within the school and has quickly become a welcomed addition to the elementary school curriculum. Community artists and craftsmen teach children in small groups the art of beading, quilling, leather working (tanning hides, etc.) and shawl making. Beading is the most popular of the activities and in any class one can observe boys seriously working looms to create headbands and the girls creating earrings or shawls for themselves or a relative. Great pride is taken in being able to wear one of their own creations for the pow-wows.

"As a result of these instructional programs, a six week preservice summer program was devised. The last week of this session was used to expand the participant's awareness of the educational resources available on the reservation which might be built into the social studies curricula of each elementary school.

"The available educational resources include the Menominee Reservation's economic foundation and development which revolves around logging and the lumber mill. Nearly everyone on the reservation has a family member who currently works in the mill or have been lumbermen in the past. A replica of a traditional logging camp has been built in Keshena, the county seat, located in northern Wisconsin. The materials used to construct all of the buildings in this museum were donated by the tribe. Summer participants in the Teacher Corps project spent an entire day touring the museum's building.

"Another two days during the summer program were spent traveling to other historical and/or religious sites on the reservation, including locations along the Wolfe River and Keshena Falls. Legends, particularly creation myths, center around these locations. A third setting was Spirit Rock, where the group, through a Menominee religious leader, offered a prayer and gift of tobacco to the spirit. Although details of the legend surround Sprit Rock differ according to each story-teller, the significance of the rock is agreed upon by all Menominees. As the legend tells it, "As long as the rock remains the Menominee people will exist. When the rock no longer exists, the Menominee people, as a people, will no longer be."



La Conner, Washington

Determining the overall effect of Teacher Corps either multiculturally or otherwise can be quite difficult, however, Dave Aspnes, who has held a number of positions at Western Washington Teacher Corps attempts to give a microcosmic perspective describing how Teacher Corps has touched one rural community. He writes:

"LaConner is a small, rural community in the Pacific Northwest. The town recently declared a historical community on the National Register. LaConner dates back into the early 1800's as a logging community but now maintains its livelihood through farming and fishing.

"The people of LaConner are a mixture of several ethnic backgrounds and a variety of lifestyles. The Swinomish Indian Reservation is located directly across a small channel from LaConner. Most income on the Reservation is through fishing and the reservation has its own fish processing plant. Since farming is a major industry, there are several migrant camps surrounding the town. Most of these people are Mexican-Americans who travel between LaConner and Texas. However, many Mexican-Americans are beginning to settle permanently in the community.

"LaConner School District has a population of just over 500 in grades k-12. About 20% of the children are Indian, 10%-20% Mexican-American (depending on the time of year), and quite a few economically disadvantaged whites. We have a staff of about 25 teachers.

"Having been an intern, cooperating teacher, team leader, community coordinator anid college representative, Aspnes has been in a unique position to view the impact Teacher Corps has made in LaConner over the last five years. When he first started as an intern, many LaConner teachers were very "traditional" in their approach to teaching children. Doors were shut, desks were in rows, children were working on the same page in out-dated books, few teachers attempted to relate the curriculum to differences in ethnic background and the dropout rate was fairly high in the junior and senior high schools.

"Through the use of Teacher Corps interns and retraining teachers in an inservice program, LaConner changed dramatically. Teachers began to individualize their instructional programs to meet the needs of their children. In some cases team teaching has replaced the 'closed door' approach. Teachers are beginning to understand the need for multicultural education. There have been several workshops dealing with Indian education involving both teachers and parents.

"A Migrant Resource room has been developed for Mexican-American children who need extra help in language development in both Spanish and English. Indian and Mexican aides have been added to the staff to better meet the needs of the children. Most teachers have developed units in Indian and Mexican culture to foster pride and awareness in varying cultural backgrounds. The dropout rate has decreased significantly.

"Although it would be difficult to predict what changes might have occurred without Teacher Corps, it has made a significant effect upon the educational program in LaConner. Teacher Corps has been the 'seed' for institutional change. It's been a slow, painful struggle, but it all seems worthwhile when you look upon the face of a smiling child."

Field Based School Focus

In response to many student's complaints that education was rapidly becoming irrelevant, many teachers have increasingly sought to utilize outside resources in their classrooms. Often, teachers have sought to take their classrooms to the field or teacher training institutions have sought to envelope their preservice teachers in field based experiences.

New York City

Such is the case with Columbia Teacher Corps as Daisy Reed, assistant professor of Education at Columbia University, and Director of the Teacher Corps project there, explains, "Teacher Corps program of Teachers College, Columbia University has been principally field based since its inception. The program is based on the thesis that improvement in teacher training has to be accompanied both by more innovative training methods and changes in school organization as represented by the creation of on-site facilities. Pre and inservice training has been aimed at identified behavioral changes and has been viewed as the responsibility of all college and school personnel. The program provides a cadre of personnel trained in competency-based education and the facilities to implement it.

"At the school site a Teacher Center has been established which is equipped with both "preactive" and "interactive" teacher training materials and video-tape equipment. The center is maintained and directed by a full-time coordinator who is a member of the college staff. A primary responsibility of the Teacher Corps coordinator is to provide inservice training for the school personnel and when applicable for the Teacher Corps staff. College graduate credit and/or school district inservice credit is given for all school-based inservice training.

"During the past several years, a team of teacher educators, researchers, and developers have designed and tested a competency-based teacher education program built around Bruce Joyce's *Models of Teaching*. The Models concept seeks to develop teachers with the behavioral skills needed for bringing about a variety of educational goals. The assumption is that learners must experience multiple educational environments designed to facilitate intellectual, social, and personal growth.

"The Models program is the basic component of the Columbia, field-based on-site program for both our school personnel and Teacher Corps interns."

Baltimore, Maryland

Sometimes the focus must totally be reversed from concentrating upon field resources to what is available in an extremely closed environment. Such is the case in the tenth cycle Baltimore Teacher Corps project, that deals with Alternative Education, Youth Advocacy.

"This project is an ambitious undertaking that is attempting to link two programs with related objectives in such a manner that the

Other projects have concentrated upon the advantages that the children in the classroom can derive from the extra-academia exposure.

For example, a cemetery may seem like a strange classroom, but not to Margaret Walters, a sixth grade teacher at Jefferson Grade School, in Jefferson, North Carolina. (a project associated with Appalachian State University Teacher Corps.) She devised a project that literally got her students into the field. Through integrating social studies, science, math, language, art, into the cemetery based classroom, she was able to teach her students in a rather unusual manner. "I was there to facilitate," she explains. "In a project like this you're not leading or directing. The children are doing it. We started out with MY plans but as the children progressed they put in THEIR ideas."

The idea was to teach children a bit of historical perspective, the effects of weathering, some natural science involving plants and shrubs surrounding and landscaping the cemetery, as well as older language forms exhibited on some of the tombstone epitaphs. While the approach seems slightly unorthodoxed, the children seemed to enjoy it immensely.

Teacher Corps interns program staffs and students will all receive training with emphasis placed on the preventive and rehabilitative aspects of the corrective process as well as the proper educational techniques for alleviating maladaptive school behavior.

"The Baltimore City Jail Detention Center which houses School #740 is one of two sites of the Baltimore Project. It is composed of young men from fourteen to seventeen years old who are incarcerated pending trial and/or possible convictions for misdemeanors and/or felonies. These charges are so severe that in these cases juvenile jurisdiction has been waived.

"The project exposes graduate level interns to the young adults in this institution and furnishes opportunities for the interns to observe, participate in the curriculum planning and to take part in the academic instruction of a volunteer inmate group.

"Obviously, not only the inmates profit from the enriching experience extended by the interns, but in turn the interns are familiarized with these young men, their background, reactions, as well as the effects of incarceration upon teaching and the variance in techniques needed in order to accomplish a successful teaching program.

"Baltimore Teacher Corps Project has a second location, the Harbor City Learning Center, School #413. Interns are included in the several disciplines of alternative career-oriented curricula designed to train high school dropouts and potential dropouts, many with court records. The interns observe, work with the staff and finally instruct enrollees in courses that will enable them to receive an alternative high school diploma or a General Educational Development Certificate (GED).

"The instructional faculties of the two schools attend staff development workshops and take graduate courses related to their areas of academic concentration. They act as resource personnel for the interns and as cooperating teachers in the classrooms.

"In addition to the customary community projects, Baltimore's interns are also involved with "Threshold Inc." a residential center for the rehabilitation of young men having trouble with the law. These young men aged 17-25, are primarily dropouts and all have been incarcerated. As a part of this program the interns developed an educational program entitled "Project Tutor", providing three principle opportunities for the residents of Threshold. First, they have a better chance at achieving a GED, as well as receiving a tailored education. They also have an increased incentive for higher education. Each intern develops lesson plans in his content area, geared to the abilities of the student. The program is further enhanced by volunteer tutors who work directly with the intern to assist each resident individually.

Phoenix, Arizona

"The Arizona State University Teacher Corps sponsors a program also aimed at the youthful offender. Four interns have been assigned to four high schools in the Phoenix Union High School System. Under the direction of counselors, the interns serve a contacts for the probation officers who are responsible for enrolling students in the schools. The interns served as support persons for the re-entering students.

"Nine interns also worked with the school community workers to establish why some fall semester enrollees were not attending school. They visited homes to elicit parental concern and lend support to the students.

"The effects of the intern project in Phoenix will exist long after both Teacher Corps and the interns are no longer there. For example at one of the high schools, Maricopa County Juvenile Center, curriculum revision focusing on the problems of a transient population is now under way. At Adobe Mountain School, an educational diagnostic center model is being developed as is a resource room which will be used as a transition school. Without a doubt, in Phoenix as in Baltimore, the interns gained as much knowledge from their unusual teaching assignments as did the young people that they worked with."

Syracuse, New York

However, a balance of another kind is the chief interest of other Teacher Corps projects: A balance between inservices and preservice teacher education is of chief concern in their field of operations. Sam Yarger, Program Development Specialist for Syracuse University, Teacher Corps writes, that "More recently, Teacher Corps has moved toward an integration of inservice and preservice teacher education. This has provided the basis for exploring new and better ways of relating the campus and field experiences. This integration of preservice and inservice training has led to university-based training personnel becoming more intimately involved in the development of school programs that focus on their own perceived school needs.

"In the Syracuse Teacher Corps Project, preservice education was developed through a series of distinct strategies. First, interns develop the field-based side of their program by the writing and rating of competency agreements outlining particular competencies on which interns wish to concentrate developed in conjunction with school personnel, and approved by their university professors. These agreements ensure a school focus on their educational program. At the same time, a training complex coordinating council with a majority of teachers, develop an inservice program that is complementary to the program designed for interns. Courses are no longer exclusively offered on a three-hour, one semester basis, but can be broken up into any pattern appropriate to achieve the desired objectives. Additionally, a centrally located "neutral turf" facility has been opened which allows teachers to come during their off-school times to work on projects of their own invention, to mix socially and educationally with their colleagues and with preservice teachers, and to, in essence, feel some ownership of the program.

"Interns spend about twenty hours per week in the schools, allowing for a more appropriate mixture of field-based training time for wrestling with substantive issues, as well as for personal and professional reflection. In Syracuse, this model has served as an integration model for the regular teacher education program as well. Previously, student teachers were assigned to the schools in their last semester, after nearly completing their bachelors degree. Currently, preservice teachers are placed in the schools immediately upon entrance into the School of Education. Their initial contact is brief, but extended, and becomes more intense as they develop teaching skills. In Syracuse, however, the field-centered approach is where students not only have the opportunity to participate in necessary real world experiences, but also have the opportunity to master the content of their programs and to personally reflect upon their professional development.

"The Syracuse Urban Training Complex inservice programs are open to all teachers in the complex area, and it is not unusual to have preservice as well as inservice teachers taking the sample program. This allows for a sense of colleaguality and an opportunity for professional growth for all parties that has usually been nonexistent.

"Clearly, the Syracuse Urban Training Complex program has been designed to attempt to meet the challenge for a field-centered program that focuses on school problems, while maintaining the educational and intellectual integrity that earlier efforts were unable to do.

"While no one can deny the urgent need for a focus on the real world of schools and the real world of classroom instruction, it has been more difficult to establish and maintain the need for cognitive and substantive mastery of content as well as an exploration of the role of professional teachers."

New York City

While the chief thrust of field based projects may vary from a preservice focus to an emphasis upon the students, or upon the unusual circumstances of the field based experience, as in Phoenix and Baltimore, other projects have an even more pressing concern: money. Most of the country's large cities and faced with increasing fiscal woes, but New York either epitomizes or exemplifies the heights of that distress. Whatever the case, New York does have Teacher Corps projects which have been affected by its overall lack of cash. Jay Sexter, Director of the Fordham Project, seeks to explain, not only how that economic drought has affected his project, but more importantly how the project dealt with that difficulty. Perhaps, the way in which the Fordham project is dealing with their problems can serve as a model for other projects which may unfortunately face the same or similar situation. Dr. Sexter writes: "In June everything looked great. We received our Teacher Corps grant, our new school was scheduled to open on time in September and all of the teachers assigned to the program had volunteered to participate in the experiment. And then it happened!

"New York City was threatened with default and major cuts in the budget were demanded by the mayor. The contractor wasn't paid and work on the school stopped. Even the desks and supplies weren't delivered. We were told that teachers would be "excessed" according to a seniority list, and, of course, many of the younger teachers who had volunteered to participate in our open intermediate school would have to leave.

"By August, it was evident that emergency plans had to be made. Students were assigned to the school but the building was not going to be turned over to the Board of Education before financial problems were worked out. There was no money and the difficulties couldn't be resolved. We knew that different teachers would be forced to come to our school in September and that some of our teachers would be fired, but we didn't know how many would be forced to leave and on what basis the personnel changes would be made.

"After many discussions, the Teacher Corps staff, district superintendent, principal and the teachers decided to meet in a two week session to plan our strategies and to learn about open education. A rustic summer camp, 125 miles from New York City, was chosen as the place and more than 75% of the teaching staff showed up and paid for their own room and board. During the last five days of our meetings, the workshops lasted from after breakfast until midnight. What was accomplished? We discovered that we had become a team and that we would have to work together to find answers and create new solutions to our problems. Openness was a state of mind. Everyone acknowledged that help was needed from children, parents, and the community if we were going to succeed. It was decided that there would be another retreat and that other role groups would be invited.

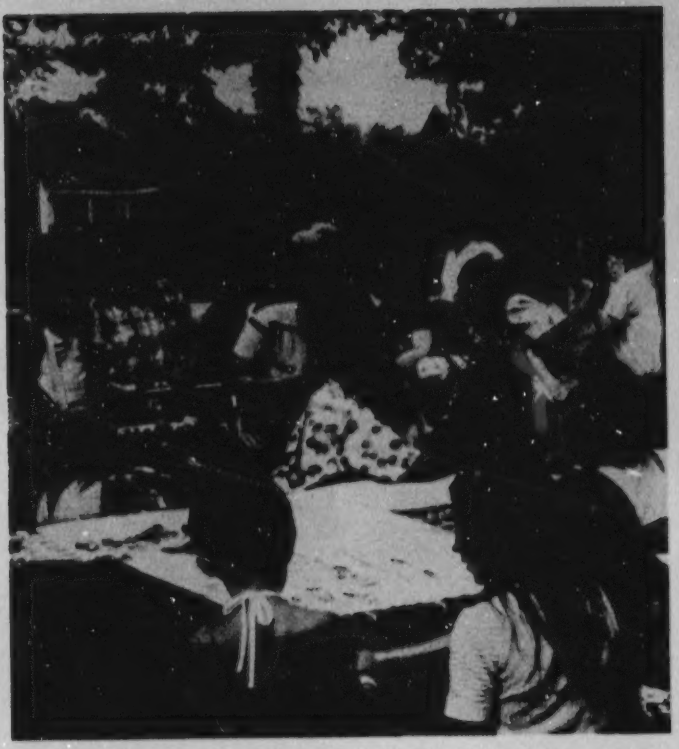
"In September, we were placed in two buildings along with groups from other schools. It was crowded, dirty and disorganized. However, 90% of the faculty registered for the Fordham field-based course.

It was the only time that the faculty could get together every week. Our consultants started helping the clusters of teachers who would one day work together in our open school. Every week there were new changes as teachers with more seniority kept replacing our original volunteers.

"The interns and the community coordinator made home visits to get parental support; politicians were contacted; the school board was pressured; and the contractor felt threatened. Plans were finally made for the school to open.

Another retreat was immediately planned. However there was only a limited amount of time available and a three-day weekend was all that could be arranged. Parents, student leaders, Fordham faculty, and the district staff were invited. An old YMCA camp was chosen and nearly 100 participants were there – no one received a stipend or even expenses if they didn't travel in our rented school buses.

We planned for the opening of our school, had skill sessions, got to know each other, and had more than a few arguements. Two weeks later, one week before Christmas, we started moving into the new school building and the reality of our school created new problems. Some teachers tried to change the environment so that they could have classrooms again. Parents questioned what we were doing. How can kids learn while sitting on the floor? Where are the walls? Why aren't the teachers lecturing from the front of the room? Our community coordinator was under constant pressure and our



teacher trainers were working day and night. Many teachers became involved in the in-service program. They asked for help. They wanted answers.

The process of retaining is a difficult one and the threats of new cutbacks in New York City constantly hang over us. The school staff, the University faculty and the community are pulling together to make our school work. We have survived and have overcome the problems of default – so far. It will take time before we know whether our open intermediate school will provide a better education than has previously been offered.

Collaboration

The term collaboration is derived from the Latin "Collaborare," to labor together. Many of the following articles will be quick, if subtle, to point out, that the key word is "labor." Collaboration. to be successful requires much trust, hard work and understanding.

Teacher Corps, has long associated itself with the concept of collaboration. The practice of working together with other educational agencies and more importantly the determination to promote the fusion of ideas and resources from diverse agencies, institutions and segments of society, into a single effective thrust has made Teacher Corps the major educative influence it is.

From its inception in 1965, Teacher Corps has probably involved more groups in planning, executing and evaluating programs and projects than any other educational endeavor in history. Each Teacher Corps project works together with the State Department of Education, the University, the school district, and the local community. Recently in Teacher Corps several projects have been grouped by geographic proximity (more-or-less) and networks were created for interproject collaboration.

The emphasis on collaboration within each project is intense. Each facet of the program, interns, inservice, community, etc. requires collaboration with multiple organizations or institutions.

In order for a collaborative effort to get off the ground, however, certain assumptions and guidelines have to be established.

Atlanta

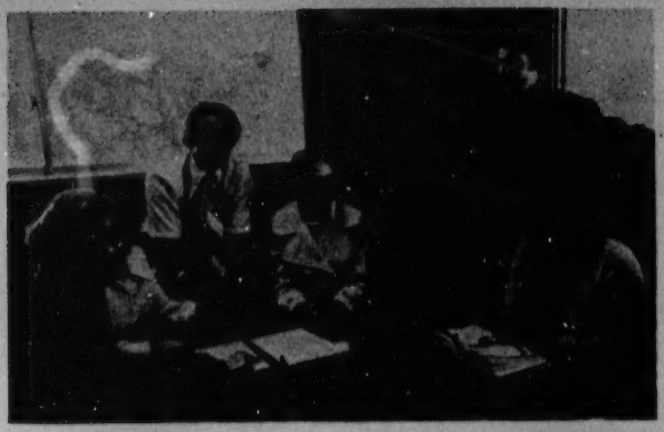
As Mae Armster Christian, Director of the Atlanta Consortium explains:

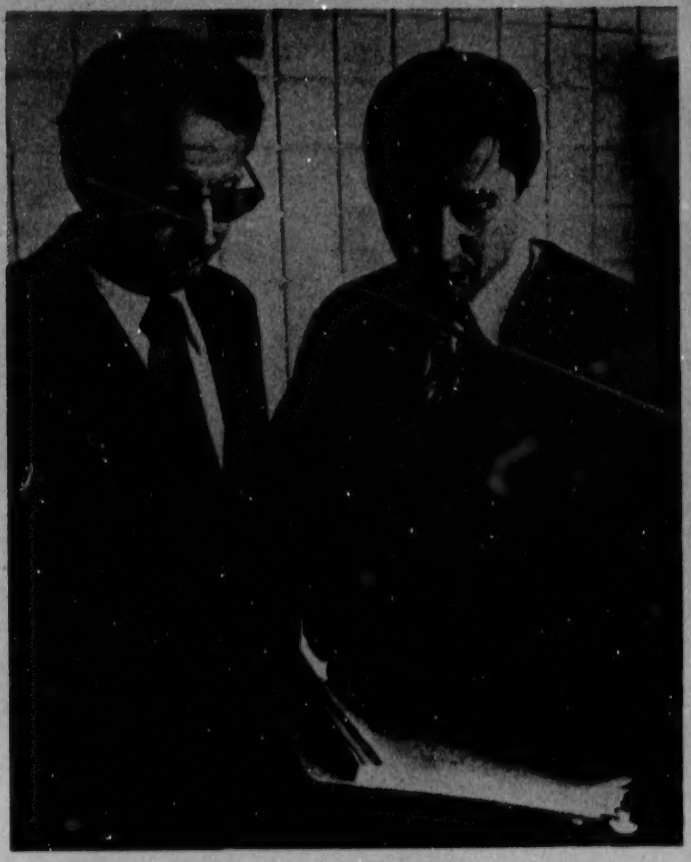
"The Atlanta Teacher Corps Consortium is composed of Atlanta University, the University of Georgia, Atlanta Public Schools, Clark College, George State University and Morris Brown College. Since its inception in 1971, some highly critical and at times volatile issues, common concerns and programatic needs relative to educational change have been dealt with. The outcomes have seen the growth of a epoxy-like effect among consortium members. More significantly, movement beyond the impediments of institutional isolationism is occurring. This phenomenon has not occurred by chance. Time and consistent efforts toward finding newer routes to communication and planning provided impetus. Additionally, genuine acceptance of the ideas and some basic assumptions emerged as key elements."

Some of these assumptions are: First, there is a commitment to the concept of collaboration. "What you commit to, is what you get." Secondly, in collaboration there are clearly defined groups, each having needs which require consistent effort. Then there are "power persons," controllers of resources and facilities, or top level decision-makers who must support a successful venture (Examples of these would be the State Department, school system, higher education institutions, etc.) There are also the "role group" representatives or support personnel (teachers, interns, parents, associations, et al). Atlanta realized that in order for collaboration to become real and operational, trust and the sharing of ideas, feelings and attitudes must prevail in an open atmosphere. The leadership of the movement must be objective, committed, professional and dedicated to the basic principle of collaboration for it to work. Another essential point is that collaboration must be field centered. "It is not a commodity which can be delivered to clients in schools, college, university, or State Department offices and classrooms, alone," says Ms. Christian. "Nor can collaboration be realized in isolation from either the real world or the components that must function as a unit."

Finally, collaboration, to be meaningful, frequently requires new ways of thinking about people, curriculum development and management. Processes and roles must be clearly defined and understood by everyone, otherwise collaboration has no hopes of working.

"Four years of collaborative planning, implementation and quasi-parity in the Atlanta Consortium has created fierce support and commitment to the concept of educational partnerships," says Ms. Christian. "Although the Atlanta Area Teacher Education Services (an organization begun in 1945 which combines the





resources of institutions of higher learning and the Metro-Atlanta school systems in order to provide inservice courses) already had a lengthy history of shared governance, the forces within the Teacher Corps Consortium have broadened, strengthened, and more solidly entrenched dedication to collaboration."

San Bernardino, California

Traditionally, one of the key strengths of Teacher Corps has been its ability to adapt to local needs. While San Bernardino also uses the consortium approach, their emphasis is slightly different from Atlanta's. As Keith Dolan, Director of the project writes, however, "It is much easier to intellectually acknowledge the importance of the idea of collaboration than to actually put it into practice. Therefore, for the first quarter of the project the Inland Empire Consortium for Alternative School Designs has been concentrating on the one word goal of collaboration.

"Following that direction the project spent two weeks in August and September developing a needs assessment at the Richardson Junior High School site. All fifteen teachers, the complete Teacher Corps staff and representative parents sat in on ten days of discussions centered around the curricular and personal needs of the students who attend that school. Out of this workshop came four major thrusts for the project: Career awareness, cultural awareness, literacy awareness and personal awareness.

"First, there are formal and informal interchanges with parents. Although an Advisory Group has been meeting regularly since the creation of the project at the school, it has been found worthwhile to have additional meetings with interected parents to secure their opinions and reactions to both the goals of the program and the changes which have taken place in the daily operation of the school.

"The project also has monthly meetings with interns and other role groups. This collaborative effort has paid dividends, since there are times when each role group needs the opportunity to share its concerns with someone who will listen and can follow through without necessarily developing 'sides' during a group effort. Keith Dolan, Director and Jay Wissot, curriculum development specialist, have taken the role of the 'counselors' in these situations and the direct outcome has been a better understanding of each group which has led to strong collaboration.

"The third avenue encouraging collaboration is project staff and finally, there is decision making accomplished by the entire faculty.

"These collaborative efforts are not meant to be an ideal model," writes Dolan, "but they have already gathered results. Ultimately the project hopes to obtain student input to some of the decisions which are made, but we have not progressed to that level yet. Out of this effort should develop a workable model to be followed in the future.

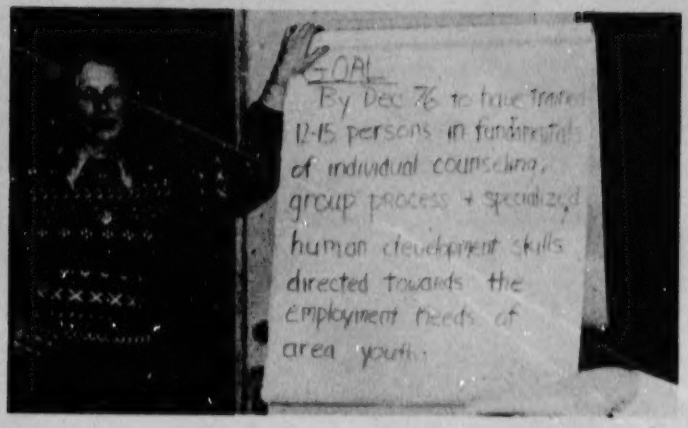
"Al Olmsted, Richardson Junior High School Principal, indicated his support of what has already taken place when he said: 'There has been excellent communication between the college and our school and community. We're really making an honest effort to reach the Teacher Corps goals as they have been established in the past.' "

Vermont

Collaboration is never easy, however often problems indemic to a particular project's thrust or geographic location add to the collaborative burden. As H.W. Meyers, Jr. Director of the Vermont Project explains:

"Added to the usual dimension of community which includes parents and other community members are a host of social service agencies which are involved in the lives of troubled children and youth, each role group having its own goals. When the supposed mesh of university and school system are added to this maze of people, questions of control, resources, money and program flexibility become dramatic problems.

"As teachers are educated to more effectively deal with troubled children and youth, they begin to realize the interdependence of the



school, social service agencies (e.g. the courts, corrections, social welfare, and rehabilitation) and parents. The vehicle for demonstrating this interdependence in Teacher Corps programs is a collaborating group, known variously as the steering committee or council. As the composition of the youth advocacy program governing body becomes more complex, in order to maintain parity in decision-making different systems of management must be initiated.

"In a rural state, having limited financial as well as human resources the question of constructing a model for teacher education which has a reasonable chance of becoming institutionalized is yet another consideration in program management. The widely scattered and economically disadvantaged population to be served by the program and future programs requires a project that is both inexpensive and geographically well distributed.

"The Vermont Teacher Corps program is one example of such a rural state-wide effort. Each of the five ninth cycle sites is governed by an independent local steering committee consisting of a broad representation from several groups, including interns, team leaders, LEA, parents, school personnel, university faculty and social service agencies.

"These local site steering committees have many functions. Among them are selection of interns, coordination and evaluation of on-site intern field experience, inservice education connected with Teacher Corps, suggesting and organizing community action possibilities and controlling a budget targeted for that site.

"The steering committees relate, in turn to a statewide advisory board made up of representatives from each of the steering committees and the State Department of Education. A key feature of this arrangement has been the degree of autonomy in local decision making retained by the local site and the concomitant advising and coordinating nature of the advisory board.

"The Vermont experience suggests that boundaries between political and operational levels of program management may be artificial and hazardous. However the program proposal is the contract in which the university, state and community are held accountable for the performance of certain objectives. The question for the total program then becomes: Can the objectives be negotiated on the local level? Further, can some program objectives be modified by some local steering committees to fit local needs while other steering committees choose a different path? The collaboration mandate would dictate such negotiation and choice."

New York State Network

Sometimes, as in the efforts of the Teacher Corps project in Buffalo, New York, individual project collaborative or teaming efforts can have a nation-wide effect. As Bob Elmes, a University of Buffalo professor associated with Teacher Corps says: "Exemplary of the teaming efforts in the New York State Network is the dissemination and implementation of the Santa Barbara Supervisory Training Program. The training program was developed at the University of California at Santa Barbara and was distinctive primarily because it encouraged teachers to approach team leaders with problems rather than team leaders first identifying classroom trouble spots and then discussing them with the teacher. The program also outlined a training method for team leaders to better define team-leader/teacher interaction roles, as well as establishing how to behaviorally define a classroom problem. The program also determined analysis tools, and the method of data summary. An initial meeting of New York directors, PDS's, community coordinators, professors and principals decided that an intensive three day workshop which would have representative teams consisting of a New York director, PDS, team leader and university staff person from each project would be invited.

The workshop proved to be so beneficial that New York later held a national conference at Grand Island designed to train supervisor trainers, so that a ripple effect would occur throughout the nation. A "subsequent survey," says Elmes, "indicated that the conference participants were conducting workshops to train others in the uses of the materials, that university professors were inaugurating courses and team leaders were using the skills and also training their colleagues in the use of the skills. The response indicated that one of the major effects of the training received through the efforts of the New York State Network at the Grand Island conference was to strengthen the team concept at the local project level; collaboration to effect change and to improve instruction was being emphasized in a very practical meaningful fashion in many projects. In short, says Elmes, "teaming works when teams work."

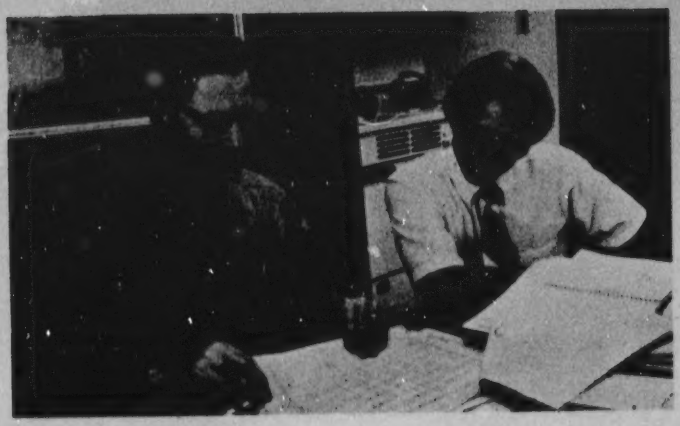
Schenectady, New York

Any effort to capsulize or summarize is difficult, but trying to put collaboration in perspective seems nearly impossible. However, Jack Ether, Director of the Albany New York Teacher Corps and Harry Tryon, PDS for the project, tackle the problem and write:

"A major thrust of the SUNYA-Schenectady City School District Teacher Corps project, as well as other Teacher Corps projects nation-wide, has been the implementation, dissemination and ultimate adoption of a collaborative decision making model based upon the premise that those involved in and affected by public education should have a share in its operation and governance.

"Represented on SUNYA's Project Board are the University, the School District, the community, the team leaders, the interns and the Schenectady Federation of Teachers. The areas of shared decision-making include long-range planning for the project, all policy formulation, proposal amendments, evaluation efforts and day-to-day operational decisions. The twice monthly meetings of the Project Board also serves as a clearinghouse for intra-project information.

"The functioning of the board, as one would expect, has not always been harmonious or efficient, but it has survived many problems over a five year period. Its survival, especially in



comparison with efforts made elsewhere, seems to indicate a certain degree of success.

"The problems and pitfalls in trying to implement and eventually institutionalize a model of collaboration are many and varied. Those role groups who have been traditionally omitted from the educational decision making processes – teachers, community, and students – look upon collaborative attempts with much suspicion and mistrust and are quick to point out that the institutions of the school and university still maintain total legitimate control, authority and ultimately veto power within the major decisions making area. With this perception of limited decision making input, and jurisdiction by these formerly disenfranchised groups comes low morale, frustrations, dissatisfaction and a feeling of powerlessness.

"Lack of experience in group decision making skills is another problem. Those from institutions formerly making arbitrary decisions and confined to an administrative management team, frequently suffer from tunnel vision and frustration resulting from a bombardment of input reflecting multiple perceptions. Many role group representatives, especially from the community sector, totally lack skills in decision making and additionally suffer the inadequacies of learning educational jargon. Obviously, much has to be done to share and develop human relations, communications and decision making skills. If the model is to work the first requisite must be to establish an atmosphere of open dialogue and trust.

"On the positive side there are many rewards from a collaborative venture. Although a decision may be difficult to reach, each role group assumes responsibility for that decision thus allowing for greater ease in the decision implementation. Another collaborative benefit is the increased flow of information between the institutions and clients served resulting in increased involvement and trust and a decline in hostilities and tensions.

"Power to the people through teacher militancy and community control movements adds another dimension in the establishment of a collaborative model. Accompanying such movement is the counter reaction of institutions and their administrators who fear the loss of power and attempt to preserve the status quo.

"Vested interests and power plays by various role groups and individuals, therefore become a real threat to the implementation and success of group decision making. The purpose and function of the group can be continually thwarted by such power plays. However, the Schenectady Teacher Corps experience has shown that once teacher unions and community groups have made their presence known, and the other institutions have accepted that presence, creative group decision making can take place.

"A constantly fluctuating group membership tends to interrupt information flow and team maintenance. It is particularly difficult to maintain constant and consistent representation from the community sector given the volunteer nature of the structure.

"Lastly, and continually overshadowing the entire concept of collaboration is the realization that at any moment a given constituency may pick up its marbles and go home – end of collaboration.

"All in all the model has worked but, when does a model cease to be only a simulation and become accepted as a functioning reality within an established institution?

"The model continues to survive and succeed in its embryonic stage within the secure confines of the Teacher Corps Project awaiting its "proper" time to end its incubation and enter the real world as a vital organ within the institution of the public school system."

...And In Conclusion

In the Teacher Corps, there are no conclusions. There are only new challenges based on the evolving need for improved educational personnel in an increasingly complex pluralistic society. In this booklet, we have touched upon some of the accomplishments of Teacher Corps. Other accomplishments have only been alluded to-accomplishments such as the use of innovative diagnostic and prescriptive techniques in working with children who have learning and behavioral problems and the reintegration of these children within regular classrooms.

There are still mountains to be climbed and oceans to be crossed in the betterment of American public education. Teacher Corps Washington and the many Teacher Corps projects across the nation symbolize the quest for excellence in meeting these continuing challenges.